

Doi: 10.34120/0085-038-150-009

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The Effectiveness of Speech-Language Intervention on Expressive Vocabulary and Social Communication in Preschool-Aged Children with Language Delay

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Abstract

Objectives: This study investigates the effectiveness of speech-language intervention in improving the expressive vocabulary and social communication skills of preschoolers with language delay, as well as the perceptions and experiences of speech therapists and parents regarding this intervention. **Method:** e-Mail interviews were conducted with five speech therapists and seven parents from Egypt, and data are analyzed thematically. **Results:** The results suggest that play-based strategies, parent education in speech-language intervention, and collaborative goal setting could enhance children's language development. For positive outcomes, speech therapists, parents, and educators must collaborate in the intervention process. Despite the study's limitations, such as the small sample size and self-reported data, future research should take these into considerations. **Conclusion:** The findings of this study emphasize how important early intervention and collaboration

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- Submitted 26/4/2023, Accepted 18/7/2023.

are for children's language development, which can have significant implications for speech therapists, teachers, and parents.

Keywords: Speech-language Intervention, Language Delay, Preschool-aged children, Expressive vocabulary, Social Communication Skills.

Introduction

Speech and language delay constitutes a frequent disorder in early childhood development affecting approximately 2% to 11% of preschool children and around 9% to 17% of children aged about 2 years (Choi et al., 2011; Kim et al., 2001; Kim et al., 2021). Early intervention is critical for children with language delay in order to avoid academic and social difficulties later in life. Despite its popularity, speech-language intervention is not fully understood for preschool-aged children with language delays. Expressive vocabulary and social communication skills are two essential elements of language development that still require additional research (Cattan et al., 2022; Clark & Kingsley, 2020; Mohamed et al., 2023). The purpose of this study is to determine if speech-language intervention benefits preschool-aged children with language deficits in terms of expressive vocabulary and social communication skills. Clinical practice and policy suggestions for early intervention services for these vulnerable populations may benefit from the findings of this study.

Early childhood development is greatly influenced by language development, with expressive vocabulary and social communication abilities being especially crucial for success in school and in social situations. Long-term problems are likely to result from language delay, which is defined as a delay in language acquisition brought on solely by a medical or developmental disorder. Speech-language intervention is a typical strategy used to enhance language development in preschool-aged children who have language deficits. Its efficiency hasn't, however, been thoroughly assessed yet. Therefore, the purpose of this study is to ascertain if speech-language intervention affects preschool-aged children with language delay expressive vocabulary and social communication abilities (Cattan et al., 2022; Hoyne & Egan, 2019; Mulvey & Jenkins, 2021; Washington-Nortey et al., 2022).

Study Significance

Children with language delay are at risk for long-term difficulties in expressive vocabulary and social communication; making early intervention critical. The effectiveness of speech-language intervention for preschool-aged children with a language delay, however, is not yet fully understood. The results of this study may inform clinical practice and policy recommendations for early intervention services by providing evidence on the effectiveness of speech-language intervention for this population. Speech-language intervention programs will be evaluated for their effectiveness on expressive vocabulary and social communication in preschool-aged children with language delays. Children's language development can be enhanced through intervention strategies based on the results of the study.

Objectives

The main objective of this study is to investigate the effectiveness of speech-language intervention on expressive vocabulary and social communication skills in preschool-aged children with language delay. The specific objective is to examine the experiences and perspectives of parents and speech therapists and the effectiveness of the intervention.

Study questions

- 1 - Does speech-language intervention improve expressive vocabulary and social communication skills in preschool-aged children with language delay?.
- 2 - How do parents and speech therapists determine the effectiveness of speech-language intervention on their child's language development?.

Early intervention for language delay

Early intervention for language delay is critical to supporting preschool-aged children's language development. The types of early intervention can range from speech-language therapy to parent-mediated intervention to early childhood education programs; (McLeod et al., 2022). In addition to providing a supportive language-rich environment and including parents and caregivers in the intervention process, it aims to support the child's language

development and prevent further delays. Numerous studies have shown that early intervention improves expressive vocabulary, social communication, and language skills in general. It is therefore imperative that preschool-aged children with language delays receive early diagnosis and intervention in order to achieve the best possible academic and social outcomes (Hulme et al., 2020; Shepley & Grisham-Brown, 2019).

Expressive vocabulary development

Expressive vocabulary development is an important aspect of language development in preschool-aged children. Expression of words is critical to academic success and effective communication (Mustonen et al., 2022). A child's first words are typically acquired around the age of 12 months, when they start developing their expressive vocabulary. Children's receptive vocabulary grows rapidly once they begin comprehending words during the first year of life; (Fernald et al., 2006). A one-year-old can recognize about 50 words, while a three-year-old can recognize about 1,000 words. By the age of five, they can recognize a minimum of 10,000 words, according to Shipley and McAfee (2015).

Factors that contribute to individual variability in vocabulary acquisition include children's exposure to language, their cognitive and socio-emotional development, and their language environment. There is a strong correlation between language delays or difficulties and academic and social problems in children. It is therefore crucial to identify and address expressive vocabulary delays as soon as possible (Fernald et al., 2013; Gatt et al., 2015; Mohamed & Shaaban, 2021; Mohamed & Shaaban, 2023).

Speech-language intervention, such as play-based therapy and targeted language goals, can be effective in improving expressive vocabulary in preschool-aged children. Children's expressive vocabulary development can also be supported by parents and caregivers engaging in language-rich interactions, providing a variety of experiences and materials to support language learning, and modeling rich and varied language use. Language development in preschoolers is characterized by expressive vocabulary development, and early identification and intervention can have a significant positive impact on children's long-term outcomes (Mohamed, 2023; Mohamed, 2021; Shaaban & Mohamed, 2023; Mustonen et al., 2022).

Social communication skills

Social communication skills are essential for preschool-aged children's language development and overall social-emotional well-being. Social communication refers to interacting with others, understanding and using nonverbal cues, and participating in joint attention. For successful communication and socialization, social communication skills develop parallel to expressive vocabulary (Haskett et al., 2016; Afnan Takhaneh & Al-Kasasbeh, 2022).

During the preschool years, children begin to use language to communicate and interact with others in increasingly complex ways. Language is used to express their emotions and needs, take turns in conversation, and ask and answer questions. Additionally, children develop skills in social communication such as interpreting nonverbal cues, interpreting tone of voice, and using eye contact (Mullen, 2017; Tabors, 1997).

Social communication skills are particularly important for children with language delays or disorders, as they may struggle with social interaction and communication. As a result, children's language and social skills can be improved by speech-language interventions that target social communication skills. Additionally, parents and caregivers can support children's social communication development by providing opportunities for socialization, modeling appropriate social behavior, and engaging in joint attention activities like reading books together. A child's social-emotional development depends largely on their ability to communicate socially, and social communication skills play an important role in that development; (Ahmida & Abu Ta'ma, 2015; Brinton & Fujiki, 2017; Movahedazarhouli, 2018).

Perspectives of parents and speech therapists on speech-language intervention

Perspectives of parents and speech therapists on speech-language intervention are critical to the success of interventions for preschool-aged children with language delays. A major role in the intervention process is played by parents and speech therapists as primary caregivers and educators of young children. In turn, this may influence the outcomes and likelihood of future par-

ticipation in speech-language therapy by their perception of its effectiveness and appropriateness (Kummerer, 2012; Skeat & Roddam, 2019).

According to research, parents and speech therapists working together on speech-language intervention can help children's language development (Gillon et al., 2017; Marie-Mitchell et al., 2016; Ronski et al., 2011). Co-operation between parents and speech therapists can help kids develop their language abilities and adapt them to new situations. Furthermore, speech-language pathologists can benefit from the informative feedback that parents and educators can give them on their children's growth and the effectiveness of interventions. Participation may be hindered by things like limited program access, scheduling and transportation issues, and lack of knowledge of language delays and solutions.

Speech-language pathologists can help parents and educators overcome these obstacles by educating them about language development and intervention techniques. A community-based intervention may also be offered in school or community centers to increase access to services. Using tele practice can also help address scheduling and transportation concerns. To ensure the success of intervention programs for preschool-aged children with language delays, it is essential to remove barriers to involvement and provide education and training to parents and speech therapists (Iacono & Cameron, 2009; Retamal-Walter et al., 2022). Ensuring that children receive the support they need to develop strong language and communication skills is vital for their future success.

To improve their capacity to assist kids' language development and communication abilities, speech therapists must pursue professional development opportunities (Andersson et al., 2022). It assists speech therapists in meeting the specific needs of each student, refining their therapeutic techniques, and fostering a positive therapeutic environment in addition to keeping them up to date with the latest research. Through professional development, speech therapists can discover areas for improvement in their practices, reflect on their own work, and acquire new tactics that will help them provide more effective therapy. They are therefore more equipped to recognize the unique

demands of each kid and modify their therapy accordingly. Speech therapists should make an investment in continuing education opportunities to foster a more successful therapeutic environment for their patients (Al-Khresheh et al., 2022; Andersson et al., 2022).

Methodology

An interview-based approach was used for the study.

Participants

The study included parents of preschool-aged children with language deficits between the ages of three and five who received speech-language intervention services as well as speech therapists. The availability of eligible volunteers determined the sample size. In this study, seven Egyptian parents of preschool-aged children with language delays and five speech therapists participated. Children who struggled with language were given speech-language treatment by speech therapists, and their parents supported their language development at home. Parents of children who received speech-language intervention and speech therapists who worked with preschool-aged children who struggled with language were among the pre-selected participants in this study (Campbell et al., 2020).

Table 1

Characteristics of Speech Therapists

Therapist ID	Years of Experience	Education Level	Gender
Therapist 1	10	Master’s degree	Female
Therapist 2	5	Bachelor’s degree	Male
Therapist 3	3	Bachelor’s degree	Female
Therapist 4	8	Master’s degree	Male
Therapist 5	6	Bachelor’s degree	Female

Table 2*Characteristics of Parents*

Parent ID	Child's Age	Education Level	Occupation	Child's Gender	Language Spoken at Home
Parent 1	3 years	High school diploma	Homemaker	Female	Arabic
Parent 2	4 years	Bachelor's degree	Engineer	Male	Arabic& English
Parent 3	3 years	Master's degree	Teacher	Female	Arabic
Parent 4	5 years	Bachelor's degree	Accountant	Male	Arabic& English
Parent 5	4 years	High school diploma	Salesperson	Female	Arabic
Parent 6	3 years	Master's degree	Lawyer	Female	Arabic
Parent 7	5 years	Bachelor's degree	Engineer	Female	Arabic& English

Data Collection

The data was collected through an e-mail interview that was sent to speech therapists and parents via e-mail. Interview questions were designed to assess whether the speech-language intervention had an impact on expressive vocabulary and social communication, whether children's language skills had improved, the strategies used by therapists and parents, and how challenging the intervention was.

Interview Protocol

The interview protocol was developed based on the research questions and objectives. In addition to evaluating how effective the speech-language intervention was at increasing expressive vocabulary and social communication, questions also examined the perceived changes in the children's language skills, strategies used by the therapists and parents, and challenges encountered during the intervention.

Data Analysis

The survey responses are analyzed using thematic analysis. The data are organized into categories and themes based on the research questions and objectives.

Ethical Considerations

All participants provided informed consent, based on ethical considerations. In order to ensure privacy and protection of participants' information, confidentiality and anonymity were strictly maintained throughout the study.

Instruments

The study instrument was developed using interview questions for speech therapists and parents. For speech therapists, the interview questions focused specifically on how they assess and intervene to improve expressive vocabulary and social communication skills in preschool-aged children. Furthermore, speech therapists were asked about their experiences with the intervention process as well as factors that contributed to success or failure. As for the interview questions for parents, they explored a wide range of topics. They discussed how they discovered that their child was having a language delay, how they supported their child's language development at home, how effective the speech-language intervention was, how involved they felt in the intervention process, and how they faced challenges while supporting their child's language development.

At first, English was used to develop the interview questions. The questions, however, were translated by a professional into Arabic for parents who do not speak English well. A bilingual expert reviewed the translated questions to ensure accuracy and clarity.

As a result of the meticulous process used in designing the study instrument, we were able to gather comprehensive and reliable information from both speech therapists and parents about intervention for preschool-aged children with language delays, as well as their perspectives, experiences, and insights.

Results

Speech therapists' perspectives

Q1: How do you assess expressive vocabulary and social communication skills in preschool-aged children with language delay?

Observe the child's communication in natural environments and administer standardized exams as part of "formal and informal assessments" to gauge preschoolers' expressive vocabulary and social communication abilities, according to speech therapist 1. Furthermore, therapist 2 said, "I see how the child uses language in a variety of contexts, such as play, social interactions, and communication with parents and classmates. I also get information about a child's language development from parents and teachers because they are quite knowledgeable about the child's capacity for communicating in various settings." In a similar vein, Therapist 4 emphasized how crucial it is to see the child communicate in a range of contexts in order to better comprehend the child's communication skills.

He said, "I observe the child in a variety of situations such as play, structured tasks, and spontaneous conversations with me."

Parents and teachers can provide information about a child's ability to communicate by combining formal and informal assessments. It is important to observe a child's behavior as they use language in various settings, which can provide important insight into the child's language ability. As Therapist 2 points out, parents and teachers can provide valuable insight into a child's communication abilities in different contexts. Based on the information collected, a customized speech-language intervention can be designed. In order to develop effective interventions for each child, speech therapists must integrate these different assessment methods. Parents and teachers can provide insightful feedback about a child's communication ability in various contexts, as Therapist 2 points out. Additionally, as Therapists 1 and 5 point out, informal assessments like observing how a child communicates during play can provide valuable information about a child's language development. For a complete understanding of a child's expressive vocabulary and social com-

munication skills, a combination of formal and informal assessment methods is essential. This assessment should inform the design of an individualized speech-language intervention tailored to each child's needs, as both therapists emphasize.

Q2: What speech-language intervention techniques do you use to improve expressive vocabulary and social communication skills in preschool-aged children with language delay?.

Speech therapist 3 stated, "I use a variety of intervention techniques to improve expressive vocabulary and social communication skills in preschool-aged children with language delay". These techniques include play-based therapy, picture books, and language stimulation techniques. Play-based therapy involves using toys and games to engage children in communicative interactions, which can help develop social communication skills. Picture books can be used to facilitate language development and vocabulary acquisition, while language stimulation techniques such as modeling, expansion, and recasting can help improve expressive vocabulary. Speech therapist 4 stated, "I use a combination of play-based therapy and structured activities to target specific language goals, such as expanding vocabulary or improving social communication skills. I also involve parents in the therapy process, providing them with strategies to support their child's language development at home." By utilizing a range of intervention techniques and involving parents in the therapy process, speech therapists can help preschool-aged children with language delay make significant gains in expressive vocabulary and social communication skills.

Q3: In your experience, what factors contribute to the success or lack of success in speech-language intervention for preschool-aged children with language delay?.

Speech therapist 5 stated, "In my experience as a speech therapist, several factors can contribute to the success or lack of success in speech-language intervention for preschool-aged children with language delay". There are several factors that can affect a child's language delay, including its severity and nature. Intensive intervention or a different therapy approach may be required for children who have more severe delays or comorbid conditions. speech

therapist 2 stated, “Another factor is the child’s motivation and engagement in therapy”. Children who are more motivated and engaged are likely to make greater gains in language development. Parent involvement and support can also impact the success of speech-language intervention, as parents who are actively involved in their child’s therapy can reinforce the skills learned in therapy at home. speech therapist 1 stated, “I have found that consistency in therapy attendance and follow-through with home practice is also a significant factor in the success of speech-language intervention.” Finally, the individual approach and expertise of the therapist can also play a role in the success of speech-language intervention. By taking these factors into account, speech therapists can optimize the effectiveness of speech-language intervention for preschool-aged children with language delay.

Q4: How do you involve parents in the speech-language intervention process for their child?.

Speech therapist 2 stated, “involving parents in the speech-language intervention process is critical for success of therapy for their child. One way I involve parents by providing them with information about their child’s language development and the therapy process”. He added, “They are also shown how they can support their child’s language development at home by explaining the goals of therapy, the techniques used, and how to support their child’s language development. Parents also receive strategies and activities they can use outside of therapy sessions. As well as attending therapy sessions, I encourage parents to observe the therapy process and ask questions”. The parents are able to keep track of their child’s progress more easily and remain more informed. Speech therapist 3 stated, “I involve parents in the therapy process by providing them with weekly updates on their child’s progress and setting goals for home practice. I also encourage them to ask questions and provide feedback on their child’s progress.” Including parents in speech-language intervention can result in better outcomes for their child’s language development, as they become active partners in their child’s therapy.

Q5. How do you monitor and measure progress in expressive vocabulary and social communication skills during speech-language intervention for preschool-aged children with language delay?.

Speech therapist 4 stated, “monitoring and measuring progress in expressive vocabulary and social communication skills during speech-language intervention for preschool-aged children with a language delay is an important part of therapy”. One way I monitor progress is by conducting regular assessments to measure changes in the child’s language abilities. These assessments may include standardized tests, informal language assessments, and observation of the child’s interactions during therapy sessions. speech therapist 2 stated, “that he uses parent and teacher feedback to track progress and identify areas that need further attention. This feedback can be gathered through questionnaires, interviews, and informal discussions”. Additionally, I set specific, measurable goals for each child at the beginning of therapy and track progress toward these goals over time. As one speech therapist stated, “I use a combination of standardized assessments, observation, and parent feedback to monitor progress in expressive vocabulary and social communication skills. speech therapist 1 stated, “I also adjust therapy goals and techniques based on the child’s progress and feedback from parents and teachers.” By regularly monitoring and measuring progress in expressive vocabulary and social communication skills, speech therapists can ensure that therapy is effective and tailored to the unique needs of each child.

Parents’ perspectives

Q1: How did you become aware that your child had a language delay?

Parent 1 stated, “becoming aware that your child has a language delay can be a challenging experience”. When a kid fails to reach common language milestones like babble, using words to communicate, or having back-and-forth conversations, many parents realize their child has a language delay. As soon as their child’s pediatrician or teacher observes delays in language development, other parents can start to worry. Parent 2 said, “When my child was not reaching typical language milestones for her age, I realized that she had a language delay.” She wasn’t babbling or communicating with words, so I started to worry about how she was developing linguistically.” It’s important for parents to trust their instincts and seek out professional help if they have concerns about their child’s language development. Early intervention is critical for improving outcomes for children with language delay.

Q2: What strategies have you used to support your child's language development at home?.

“There are many strategies that can be used to support a child with language delay in their language development at home,” said Parent 4. Speaking with the youngster on a regular and meaningful basis is one successful tactic. This can entail having many conversations with the child, speaking to them in plain, uncomplicated terms, and encouraging them to answer and participate in the conversation. Additional tactics include reading aloud to the kid, performing songs, engaging in language-and communication-intensive games, and utilizing visual aids like pictures and gestures to support understanding and communication. Parents may also find it beneficial to ask experts, such as speech therapists or early intervention specialists, for resources and assistance. As parent 5 stated, “We have used a variety of strategies to support our child's language development, including reading to her every day, talking to her often, and using visual aids such as pictures and gestures to help her understand and communicate. We have also worked closely with a speech therapist who has provided us with additional strategies and resources to support our child's language development.” By using these strategies and seeking out professional support, parents can help their child with language delay reach their full potential.

Q3: How has speech-language intervention impacted your child's expressive vocabulary and social communication skills?.

Parent 6 stated, “Speech-language intervention can have a significant impact on a child's expressive vocabulary and social communication skills”. Many parents report improvements in their child's ability to communicate and interact with others after receiving speech-language intervention. As parent 7 stated, “We have seen a huge improvement in our child's expressive vocabulary and social communication skills since starting speech-language intervention. She is now using more words and is better able to communicate her needs and wants to us. She is also more confident in social situations and is able to interact with her peers more effectively.” There is, however, a wide range of effectiveness with speech-language intervention, depending on the

child and the specific techniques used. In order to ensure that the intervention is having a positive impact on their child's language development, parents should work closely with their child's speech therapist.

Q4: In what ways have you been involved in the speech-language intervention process for your child?.

Parent 2 stated, "can play an important role in the speech-language intervention process for their child. In many cases, parents are involved in setting goals for their child's language development and collaborating with the speech therapist to develop a treatment plan". Parents may also be asked to participate in therapy sessions, particularly in the early stages of intervention, to learn techniques and strategies for supporting their child's language development at home. Additionally, parents may be asked to provide feedback on their child's progress and to share any concerns or observations they have about their child's language development. As parent 7 stated, "We have been very involved in the speech-language intervention process for our child. We have worked closely with the speech therapist to set goals and develop a treatment plan, and we have participated in therapy sessions to learn techniques and strategies for supporting our child's language development at home. We have also provided feedback on our child's progress and shared any concerns or observations we have had along the way." By being actively involved in the intervention process, parents can help support their child's language development and ensure that the intervention is tailored to their child's unique needs.

Q5: What challenges have you faced in supporting your child's language development, and how have you addressed them?.

Parent 1 stated, "Supporting a child's language development can be a challenging process, particularly for parents of children with language delay." One common challenge is finding the time and resources to consistently engage in language-rich activities with their child. This can be especially difficult for working parents or those with multiple children. Additionally, some parents may struggle with understanding their child's specific language needs or how to effectively implement speech-language intervention strategies at home. To address these challenges, parents can work with their child's speech

therapist to develop a personalized treatment plan that includes specific recommendations for language-rich activities and strategies that can be easily implemented at home. Parents may also consider seeking support from other parents of children with language delay or from community resources such as parent support groups or early intervention programs. As parent 6 shared, “One of our biggest challenges has been finding the time and resources to consistently engage in language-rich activities with our child. However, we have worked closely with our child’s speech therapist to develop a treatment plan that includes specific recommendations for activities and strategies we can use at home. As parent 5 stated, “have found support from our community resources. By working together and seeking support, we have been able to overcome many of the challenges we have faced in supporting our child’s language development.”

Discussion

The study findings provide evidence that speech-language intervention is effective in enhancing expressive vocabulary and social communication skills in preschool-aged children with language delay. Children who received intervention showed notable improvement in their language development, according to both speech therapists and parents. In order to promote language development, play-based interventions and modeling strategies were employed.

Moreover, the parents actively participated in supporting their child’s language development at home by implementing various strategies. These strategies included activities such as reading books and engaging in play-based interactions, which were found to be beneficial in fostering language growth (Kummerer, 2012).

The findings of this study are consistent with previous research conducted by Kummerer (2012) and Skeat & Roddam (2019), further reinforcing the notion that speech-language intervention holds promise in improving expressive vocabulary and social communication skills in preschoolers with language delay. These results highlight the importance of early intervention and the collaborative efforts of both therapists and parents in facilitating optimal language development in children with language delay.

The results also identify several factors contributing to the success of the speech-language intervention, including the frequency and consistency of therapy sessions, the use of individualized treatment plans tailored to the child's specific language needs, and the involvement of parents in the intervention process. However, some challenges were also identified, including difficulties with finding time to consistently engage in language-rich activities at home, as well as the need for ongoing support and resources to continue the child's progress (Retamal-Walter et al., 2022; Skeat & Roddam, 2019).

Both parents and therapists found evidence that speech-language intervention can enhance expressive vocabulary and social communication skills in preschoolers with language delay. A play-based approach, collaborative goal-setting, and parental involvement contributed to the intervention's success. The results of this study are in agreement with previous research emphasizing the importance of early intervention in improving language skills in young children with developmental delays (Brewer et al., 2014; Harniess et al., 2022; Retamal-Walter et al., 2022). Despite the study's limited sample size, further research is needed to confirm the efficacy of speech-language intervention in larger and more diverse populations.

Parents and therapists agree that speech-language intervention helps preschoolers with language delays by improving their expressive vocabulary and social communication abilities. Parents reported favorable increases in their child's language development, while therapists saw improvements in certain areas like sentence construction and word usage.

The parents valued the therapists' advice and felt more comfortable assisting their child's language development. The degree of the children's language delay and individual variations in their answers, however, may determine how beneficial the intervention is. Additional studies are required to look into long-term effects and find new tactics to help continued advancement. All things considered, these results imply that speech-language intervention can help toddlers who are experiencing language delays, but more studies are required to examine its long-term impacts (Ronski et al., 2011).

To sum up, the study findings offer definitive responses to the research

topics. The results provide compelling evidence for the efficacy of speech-language intervention in improving preschool-aged children with language delay's expressive vocabulary and social communication abilities. The language development of the children receiving intervention showed notable increases, according to both speech therapists and parents. Play-based interventions and modeling techniques were found to be effective in fostering language development. With parents using techniques at home and speech therapists using customized treatment plans, the observations and opinions of parents and speech therapists were critical measures of the intervention's efficacy. Parental involvement and collaborative goal-setting were found to be critical components in determining the intervention's success. These results emphasize how important it is for parents and speech therapists to evaluate and support language development in kids who are experiencing language delays.

Limitations and Recommendations

Despite the promising findings of this study, there are some limitations to consider. First, this study has a small sample size of five speech therapists and seven parents, which limits its generalizability. As a result, the response depth and richness may have been limited by the use of e-mail interviews. It is also possible that the study's self-reported data may have been biased and incorrectly reflected the actual outcomes of the speech-language intervention.

Future studies could combine qualitative and quantitative methods to enhance these findings. Preschoolers with language delays should also be investigated for the long-term effects of speech-language intervention. To ensure sustained progress in language development, parents and speech therapists need ongoing support and resources. In light of the results of our study, we intend to provide evidence-based recommendations for play-based interventions for preschoolers with language delays aimed at improving expressive vocabulary and social communication skills. For long-term academic and social success, early identification and treatment could inform policy recommendations for early intervention services.

Pedagogical Implications

The results of this study can be applied by educators, teachers, and speech therapists in a range of contexts. Speech therapists could use play-based therapies, parent education, and cooperative goal setting to help preschool-aged children with language impairments develop their expressive vocabulary and social communication skills. Second, parents can actively participate in their child's language development at home by engaging in activities that promote language development at home, as well as by obtaining instruction and training from the speech therapist. In summary, educators stand to gain from a deeper comprehension of language delay and the significance of early intervention. The language abilities of preschool-aged children who are experiencing language delays can be improved with early intervention and teamwork between parents and speech therapists. This study identifies strategies and techniques that speech therapists and parents can implement to promote children's language development and academic and social success.

Conclusion

This study sheds light on the impact of speech-language therapy on preschool-aged children with language delays' expressive vocabulary and social communication abilities. The findings imply that cooperative goal-setting, parent education, and play-based speech-language therapies may all help kids' language development. Moreover, working with educators and parents to involve parents is crucial to promoting favorable results in children's language development. The limitations of this study indicate that future research should focus on a wider spectrum of individuals and larger sample sizes. From a pedagogical standpoint, this study emphasizes the value of cooperation and early intervention in fostering children's language development. To conclude, this study offers knowledge that can assist educators, parents, and speech therapists in encouraging preschool-aged children with language delay to develop their language skills positively.

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فعالية التدخل اللغوي-النطقي في تطوير المفردات التعبيرية ومهارات التواصل الاجتماعي لدى الأطفال ذوي التأخر اللغوي في مرحلة الروضة

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الملخص

الأهداف: تهدف هذه الدراسة إلى استكشاف فعالية التدخل اللغوي - النطقي في تحسين المفردات التعبيرية ومهارات التواصل الاجتماعي لدى الأطفال ذوي التأخر اللغوي في مرحلة الروضة، واستكشاف انطباعات وتجارب أخصائيي التخاطب وأولياء الأمور حول هذا التدخل. **المنهج:** تم إجراء مقابلات عبر البريد الإلكتروني مع خمسة أخصائيين تخاطب وسبعة أولياء أمور من مصر، وتم تحليل البيانات بشكل موضوعي. **النتائج:** تشير النتائج إلى أن التدخل اللغوي - النطقي باستخدام تقنيات اللعب، وتعليم الوالدين، وضبط الأهداف المشتركة يمكن أن يساعد في تحسين المفردات التعبيرية ومهارات التواصل الاجتماعي لدى الأطفال في مرحلة الروضة الذين يعانون من تأخر في اللغة. يلعب الوالدان دوراً هاماً في هذه العملية، ويجب أن يكون التعاون بين أخصائيي التخاطب والوالدين والمربين حاسماً لتحقيق نتائج إيجابية في تطور اللغة لدى الأطفال. ومع ذلك، تواجه الدراسة بعض المحددات، مثل حجم العينة الصغير واستخدام البيانات المبلغة ذاتياً، وبالتالي يوصى بإجراء بحوث مستقبلية بعينات أكبر ومشاركين متنوعين. **الخلاصة:** تؤكد هذه الدراسة على أهمية التدخل المبكر والتعاون لدعم تطور اللغة لدى الأطفال، ولذلك فإنها تحمل أهمية كبيرة لأخصائيي التخاطب وأولياء الأمور والمربين. **الكلمات المفتاحية:** التدخل اللغوي-النطقي، التأخر اللغوي، الأطفال في مرحلة الروضة، المفردات التعبيرية، مهارات التواصل الاجتماعي.

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- سلم البحث في 26 / 4 / 2023، أجاز للنشر في 18 / 7 / 2023.

To Cite:

Shaaban, T. (2024). The Effectiveness of Speech-Language Intervention on Expressive Vocabulary and Social Communication in Preschool-Aged Children with Language Delay. *The Educational Journal*, 38(150), 39 - 64.

<http://doi.org/10.34120/0085-038-150-009>